

Mothers' Education Course.

EXAMINATION I. XMAS 1892.

INSTRUCTIONS.

1. No Text-book to be opened between the receipt of the questions and the posting of the papers.
2. There are no restrictions as to times of working.
3. It is desirable that papers be posted on the 16th inst., but they may be sent in as late as the 15th of February.
4. Not less than three nor more than six questions must be taken in any one subject.

I.—Divinity.

1. What difficulties present themselves in Natural Theology, and how should a Christian meet them?
2. By what general training and positive teaching would you fortify a child against the assaults of scepticism?
3. What salient doctrines of Christian truth do you consider it most fitting to present to children? Why? How would you deal with each?
4. Compare the functions of the Will and the Conscience. What training is necessary for the one, what instruction for the other? Under what conditions do Conscience and Will make for the "good life"?
5. Trace the development of God's revelation of Himself from the time of Abraham to that of Moses.
6. Mention twelve incidents or sayings in the Gospel of S. Luke which you consider most fitted to sustain the Divine Life in the child. Show the parents' possibilities and limitations with regard to this Divine Life.
7. Would you present the results of modern research as *proving* the truth of the Bible? Why not? Give a brief summary of the most remarkable monumental illustrations of Scripture history.

II.—Physiology and Health.

1. Describe the circulation of the blood, and show why a child should not go for a long walk immediately after dinner.
2. Show why no clothing is either warm or cool in itself. Describe in detail what you consider the best clothing for a boy and girl of eight, showing the principles on which you select each article.
3. Describe the structure and functions of the skin. Why are extensive scalds fatal? Give practical directions for the care of the skin.
4. Give practical instructions for the (artificial) feeding and clothing of a child of three and of eight months. Give your physiological reasons.
5. Write clear directions for the management of a sick room,—(a) in case of infectious, (b) in case of non-infectious disorders: with your reasons.
6. Is it a certain gain for a child of five or six to do no lessons? Give physiological reasons for your answer.

III.—Mental and Moral Science and Education.

1. Give Richter's theories as to (a) The education of girls, (b) The moral education of boys.
2. From what cause does untruthfulness commonly arise? How would you train children in the habit of truthfulness?
3. Show how the action of immaterial thought on the material brain is the key to Habit? What part does the formation of habits play in education?
4. Show the importance of the initial idea in both moral and intellectual education.
5. Give suggestions for the teaching of (a) History, (b) French, (c) Modelling in Clay, (d) Needle-work.
6. How would you train a child in reverence, endurance, kindness to animals, self-control, and attention?
7. Describe the nerve-mechanisms of the child. Account for and describe "nerve-storms," and show the importance of "Suggestion" in education.
8. Sketch briefly (a) The sum of what a child is as a human being, (b) What he has become through "heredity," (c) What parents may reasonably expect to effect by education. Give illustrations from your own family.
9. Gauge so far as you can the development of each of your children in all directions during the past year. Note any important observation you may have made as to the development of conscience, reasoning power, &c., in any one of them.

IV.—Nature-Lore and the Elements of Science.

1. Describe with diagrams the processes of germination in the two classes of flowering plants.
2. What do you mean by respiration, transpiration, fertilisation? Describe each in a simple talk with children.
3. What are the wild flowers of April and of July? What botanical "talks" would you have with the children about and upon each of these?
4. What are the characters of *Primulaceae*, *Geraniaceae*, *Ericaceae*, *Caprifoliaceae*? What plants of each of these orders would you introduce to the children? Write out a talk upon one of them.
5. To which of the constellations would you introduce children? Give a diagram of the figure of each.
6. Show how you would teach children to distinguish between a star and a planet. What would you tell them about (a) The Sun, (b) The Milky Way, (c) Jupiter, (d) A comet?
7. Name and describe the wild birds of your neighbourhood. Write out a "talk" upon the haunts, habits, and song of two of these.
8. Give the characteristics of insects and spiders. Write out talks upon the dog, the caterpillar, the oyster, and the earth-worm.
9. How would you tell a child the geological history of your own neighbourhood?

Syllabus I. Examination 2.

Parents' National Educational Union.

MOTHERS' EDUCATIONAL COURSE.

FIRST YEAR.

INSTRUCTIONS.

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I.—Divinity.

1. Show how (a) Abraham, (b) Jacob, (c) Moses, (d) Gideon, (e) David, were trained for the part they had to play. Give other historical examples (not from the Bible) of the effect of early training.
2. Write such a paraphrase of the Lord's Prayer as will show how you would present the ideas to children.
3. What teaching would you give children as to idolatry? On what grounds would you enforce the duty of missionary effort?
4. Show how Christ's sacrifice is an atonement for us. How would you present this thought to children? Show the danger of a mere verbal acquiescence.
5. "They know not what they do." Show the force of this extenuation. How should it influence us in the teaching of children?
6. "God the Holy Spirit is Himself the Supreme Educator of Mankind." How? Describe fully the part of a parent in view of this great recognition.
7. Give the history of the Moabite Stone as you would tell it to children. What light has been thrown on the empire of the Hittites? Trace the probable effect on a child of such illumination of Bible names by modern research.
8. What duty is implied by the word "calling" as applied to a man's occupation?

II.—Physiology and Health.

1. Give some account of the anatomy of the brain, with diagrams. How would you distinguish between the cerebro-spinal and the sympathetic systems?
2. Describe the organs of touch, taste, and smell.
3. Show in what ways dress may oppress, depress, and compress, with diagrams. Sketch out clothing for a girl and boy of ten, and for a young woman.
4. Describe the various artificial lights, and state which you prefer.
5. State broadly the principles of ventilation. Is a room ventilated with windows open top and bottom?

III.—Mental and Moral Science and Education.

1. How would you teach chronology to children? Sketch a chart.
2. On what lines would you choose poetry for children? Give your reasons: give lists of poems for children of 6, 10, and 13, to contain 12 in each list.
3. Give the rationale of *Habit*.
4. What do you understand by "attention"? How would you train a child in the habit?
5. Give an outline of "P.N.E.U. Philosophy."
6. What do you consider the *crux* of modern thought? Show how "our" definition of the functions of education meets the difficulty.
7. How would you attempt to cure a child of dawdling, sulking, of passionate temper, and of untruthfulness?
8. What is the duty of a parent who finds any distinguishing quality in his child?
9. Write a brief summary of the notes you have made during the past six months as to the training or progress of your children in character or studies; with any hints you may think useful to others.

IV.—Nature Lore and the Elements of Science.

1. Describe and illustrate the process of fertilization.
2. What new British plants have you become acquainted with this year? Give botanical descriptions of three.
3. Describe the movements of plants. What purposes do they effect?
4. What mono-cotyledonous plants should your children have in their botanical garden? Why?
5. Explain the barometer as to a child.
6. How do you account for crystal formations? What crystals should children be encouraged to collect?
7. Give some account of Saturn, Uranus, Neptune and Jupiter.
8. Which of these planets have lately been conspicuous? When?
9. Name the principal stars in Auriga, Lyra, Ursa Major, Leo, and Cancer.